



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	English
Topic	Module A: Textual Conversations
Class Teachers	J Ward
Head Teacher	L Macdonald
Year	12
Date Given	Week 9, Term 1 2019
Date Due	Thursday 9 th May 2019 – Week 2, Term 2
Weighting	30% total (15% for Module A, 15% for Craft of Writing)

Assessment Outline

Part 1: Narrative

You are to compose a narrative inspired by one or more of the following quotes from Plath and Hughes poems. Your piece must convey understanding of how interpretation of events can change depending on perspective.

<p><i>“At twenty-five I was dumbfounded afresh By my ignorance of the simplest things”</i> - Fulbright Scholars</p>	<p><i>“Your ghost inseparable from my shadow”</i> - A Picture of Otto</p>
<p><i>“The stone man made soup. The burning woman drank it.”</i> - Fever</p>	<p><i>“Dying Is an art, like everything else”</i> - Lady Lazarus</p>
<p><i>“I managed A wisp of your hair, your ring, your watch, your nightgown.”</i> - The Shot</p>	<p><i>“My head a moon Of Japanese paper, my gold neat skin Infinitely delicate and infinitely expensive.”</i> - Fever 103</p>
<p><i>“There’s a stake in your fat black heart And the villagers never liked you”</i> - Daddy</p>	<p><i>“Love, love I have hung our cave with roses, With soft rugs – ”</i> - Nick and the Candlestick</p>
<p><i>“I would say it was the coffin of a midget Or a square baby”</i> - The Arrival of the Bee Box</p>	<p><i>“What is this, behind the veil, is it ugly, is it beautiful?”</i> - A Birthday Present</p>
<p><i>“Your face wanted to save me from what had been decided”</i> - The Bee God</p>	<p><i>“Red was your colour”</i> - Red</p>

Word count: no more than 1200 words

Part 2: Reflective Essay

Explain how you drew on ideas from the poetry of Plath and Hughes to stimulate and inform your own creative piece.

Consider how an increased understanding of the lives of the poets deepened your understanding of the messages within the poems. In your response you should explore the textual conversations between the poems of Plath and Hughes, with specific reference to the proscribed texts.

Drafting

Drafts **must be** given to your classroom teacher **no later** than Thursday Week 1, Term 2. Classroom teachers will only look at **ONE** draft response as per the English Faculty Drafting Policy.

Word count: 800 words

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined on the HSC booklet will be followed regarding the non-completion of assessment tasks.

Outcomes Assessed

EA 12.1 – independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA 12.5 – thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA 12.6 – Investigates and Evaluates the relationships between texts






EA 12.8 – Explains and evaluates nuanced cultural assumptions and values in text and the effects on meaning

EA 12.9 – Reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Marking Rubrics:

Criteria- Reflective Essay	Grade and Mark
<ul style="list-style-type: none">• Composes a well-structured and cohesive response.• Demonstrates sophisticated understanding of the prescribed poems and skilfully explains how they have been used to stimulate and inform their own ideas.• Exhibits outstanding control of language using Module-appropriate vocabulary.	A 13-15
<ul style="list-style-type: none">• Composes a structured and fluent response.• Demonstrates strong understanding of the prescribed poems and can draw clear links between• Exhibits well developed control of language using Module-appropriate vocabulary.	B 10-12
<ul style="list-style-type: none">• Composes a reflective response with some structural issues.• Demonstrates adequate understanding of the proscribed poems and can articulate textual knowledge with some reference to prescribed texts and attempts to link• Exhibits sound control of language.	C 7-9
<ul style="list-style-type: none">• Composes an analytical response with significant structural issues.• Demonstrates some textual knowledge with inaccurate, flawed, or limited evidence used to support the discussion of a human experience in prescribed text.• Exhibits weak control of language.	D 4-6
<ul style="list-style-type: none">• Attempts to compose a response to prescribed text.• Demonstrates limited textual knowledge lacking evidence to support the discussion of a human experience in prescribed text.• Significant issues with control of language, impeding meaning.	E 1-3

2019 – Module A Narrative – Marking Criteria

Mark and Grade	Criteria	Discriminators
<p>Sophisticated A 13-15</p> 	<ul style="list-style-type: none"> • Skilfully utilises the forms and features of the narrative text type to effectively communicate ideas about textual communication and perspective. • Shows highly developed ability to use stylistic devices with precision and originality. • Demonstrates sophisticated and sustained ability to draw upon the imagination to transform ideas into a text. • Displays sophisticated control of language. 	<ul style="list-style-type: none"> • Judicious use of technique • Strong mechanics- grammar, punctuation, tense and POV • Sophisticated and judicious use of character and settings • Sophisticated structure • Innovative and engaging concept about identity and/or culture
<p>Effective B 10-12 Effective</p> 	<ul style="list-style-type: none"> • Effectively utilises the forms and features of the narrative text type to communicate ideas about textual communication and perspective. • Shows well developed ability to use stylistic devices with precision and originality. • Demonstrates sustained ability to draw upon the imagination to transform ideas into a text. • Displays effective control of language. 	<ul style="list-style-type: none"> • Effective use of technique • Strong mechanics- grammar, punctuation, tense and POV • Effective use of character and settings • Effective structure • Effective and engaging concept about identity and or/culture
<p>Sound C 7-9 Pedestrian</p> 	<ul style="list-style-type: none"> • Utilises the forms and features of the narrative text type to communicate ideas about textual communication or perspective. • Shows satisfactory ability to use stylistic devices with some originality. • Demonstrates sound ability to draw upon the imagination to transform ideas into a text. • Displays sound control of language. 	<ul style="list-style-type: none"> • Sound use of technique • Minor mechanical errors - grammar, punctuation, tense and POV • Considered use of character and settings • Sound structure • Unclear concept about identity and/or culture
<p>Inconsistent D 4-6 Limited</p> 	<ul style="list-style-type: none"> • Inconsistent use of the forms and features of the text type to communicate ideas about textual communication or perspective. • Shows limited or inconsistent ability to use stylistic devices. • Demonstrates limited ability to draw upon the imagination to transform ideas into a text. • Displays inconsistent expression. 	<ul style="list-style-type: none"> • Limited use of technique • Increasing mechanical errors - grammar, punctuation, tense and POV • Lack of character and setting development • Limited structure • Unoriginal or unclear concept about identity and/or culture
<p>Undeveloped E 0-3</p> 	<ul style="list-style-type: none"> • Little recognition of the forms and features of the text type to communicate ideas about textual communication or perspective. • Struggles to use stylistic devices • Demonstrates little if any ability to draw upon the imagination to transform ideas into a text. • Displays poor control of language, expression and form. 	<ul style="list-style-type: none"> • No evidence of technique • Significant mechanical errors - grammar, punctuation, tense and POV • Lack of character and setting development • No clear structure • Unoriginal or unclear concept about identity and/or culture